

Teacher's Scoring Guide



Grade 4
English/Language Arts
Fall 2007

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2007, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2007 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in late November 2007. Copies of student responses were returned to the schools in early December 2007. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2007 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

There are two scoring guides for Grade 4, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 3 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 4 test is based on the academic standards through Grade 3.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, spelling, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are closely aligned with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 4 the students were asked to write a story that tells about what happens on their perfect day.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and get their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of grammar, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 3–5 Writing Applications Rubric has three major categories: (1) Ideas and Content, (2) Organization, and (3) Style. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use grammar, spelling, punctuation, and capitalization. The Grades 3–5 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 22 through 32. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS GRADE 3 INDIANA ACADEMIC STANDARDS

❑ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

❑ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. In addition to their regular school reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.

❑ **READING: Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.

❑ **WRITING: Process**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

❑ **WRITING: Applications**

Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

❑ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to this grade level.

❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content
	Does the writing sample
6	<ul style="list-style-type: none"> • stay fully focused? • include thorough and complete ideas?
5	<ul style="list-style-type: none"> • stay focused? • include many relevant ideas?
4	<ul style="list-style-type: none"> • stay mostly focused? • include some relevant ideas?
3	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas?
2	<ul style="list-style-type: none"> • exhibit less than minimal focus? • include few relevant ideas?
1	<ul style="list-style-type: none"> • have little or no focus? • include almost no relevant ideas?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 3–5

Chart continued from page 8.

Score Level	Organization	Style
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit exceptional word usage? • exhibit writing that is fluent and easy to read? • display a strong sense of audience?
5	<ul style="list-style-type: none"> • have clear order? 	<ul style="list-style-type: none"> • exhibit more than adequate word usage? • exhibit writing that is fluent and easy to read? • display a sense of audience?
4	<ul style="list-style-type: none"> • have order? 	<ul style="list-style-type: none"> • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
3	<ul style="list-style-type: none"> • have some order? 	<ul style="list-style-type: none"> • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
2	<ul style="list-style-type: none"> • have little order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no order? 	<ul style="list-style-type: none"> • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 3–5

SCORE POINT 6
A Score Point 6 paper is rare. It fully accomplishes the task and has a distinctive quality that sets it apart as an outstanding performance.
Ideas and Content
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling and/or repeating information? <p>Does the writing sample include thorough and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and supporting details? • fully explore many facets of the topic?
Organization
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support?
Style
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and provide rich details, strong verbs, and/or vivid descriptions? • demonstrate control of a challenging vocabulary? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentence patterns.) <p>Does the writing sample display a strong sense of audience? Does it</p> <ul style="list-style-type: none"> • have a unique perspective? It may be original, lively, authoritative, and/or interesting (i.e., have a clear voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing stay focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • very seldom ramble and/or repeat information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide some in-depth information? • provide supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 4
<p>A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused?</p> <ul style="list-style-type: none"> • Does it mostly stay on the topic? (Writing may include minor tangents.) • Writing may include some rambling and/or repetition. <p>Does the writing sample include some relevant ideas and information?</p> <ul style="list-style-type: none"> • Does it present related information? • Writing may not fully develop details; it may list ideas with some detail.
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing sample display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 3

A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Ideas and Content

Does the writing stay somewhat focused?

- Does it stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.)
- Writing may ramble and/or repeat information.

Does the writing sample include some relevant ideas? Does it

- provide minimal information and not begin to exhaust the possibilities?
- provide minimal details, but does not develop details?

Organization

Does the writing have some order? Does it

- show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)?
- require the reader to fill in gaps in the sequence?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain ordinary/common words?
- exhibit minimal evidence of word choice?

Is the writing mostly readable?

- Writing may be difficult to follow in some sections.
- Writing may be hard to understand; the connection of ideas and information may be unclear.
- Does the writing lack sentence variety?

Does the writing display little sense of audience?

- Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit less than minimal focus?</p> <ul style="list-style-type: none"> • Writer may get distracted or drift away from topic. • Topic may not be developed. <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Does the writing lack sentence variety? <p>Does the writing sample display little sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Writing Applications Rubric Grades 3–5

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
Ideas and Content	
<p>Does the writing have little or no focus on topic?</p> <ul style="list-style-type: none"> Content may convey little meaning. <p>Does the writing sample include almost no relevant ideas and information?</p> <ul style="list-style-type: none"> Writing may contain unfinished ideas. Writing is likely to be brief. 	
Organization	
<p>Does writing have little or no order?</p> <ul style="list-style-type: none"> Does it lack the sequence of a beginning, a middle, and an end? Writing may have ideas that are not related to each other. 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> contain a very limited and simple vocabulary? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> Writing may be flat and lifeless (i.e., have no voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2007 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Your Perfect Day

Read the information in the box. Then do the writing activity.

Suppose you find a letter in your mailbox. The letter says: "This is going to be your perfect day." What happens to make it your perfect day? Where do you go? What people do you meet? What do you see and do?

Write a story that tells what happens on your perfect day. Tell about the people you meet, the places you go, and why that day is perfect.

Pre-Writing Activity

These are statements or questions that will help the students begin to think about the topic and focus their thoughts on the requirements of the prompt before beginning to write.

Pre-Writing Activity

- Use the boxes on the next page to help you plan your story.
- Be sure your story has a beginning, a middle, and an end.
- Be sure to include details in your story to make it interesting.
- Here are some questions to help you think about your story:
 - ✓ Where do you go on your perfect day?
 - ✓ What people do you meet?
 - ✓ What do you see and do?
- If you need more paper to plan your writing, ask your teacher.

Plan your writing. If you need more paper to plan your writing, ask your teacher.

Here are some questions to help you think about your story:

- ✓ Where do you go on your perfect day?
- ✓ What people do you meet?
- ✓ What do you see and do?

Beginning

Setting (Time and Place):

 Characters

↓

Event (What happens)

↓

Event (What happens)

↓

Event (What happens)

↓

Ending

Graphic Organizer

Once students have thought about the requirements of the task, the graphic organizer helps organize their ideas logically. **The graphic organizer is not scored.**



Whenever you see this picture, you will be doing a writing activity. Your writing will be scored on how clearly you write and how well you get your ideas across. Your writing will not be scored on your personal opinions. Be sure to check your writing for correct grammar, spelling, punctuation, and capitalization.

NOTE: Only your writing on the lined pages in this book will be scored.

Editing Checklist

- 1** Have you started each sentence with a capital letter?
- 2** Have you capitalized names of people and places?
- 3** Have you used correct punctuation?
- 4** Have you spelled all words correctly?
- 5** Does the action word (verb) of your sentence agree with the subject?
Examples: Tom plays at the park.
 They play at the park.
- 6** Have you used the correct form of your action words (verbs)?
Examples: Jan plays today.
 Jan played yesterday.
 Jan will play tomorrow.
- 7** Have you written complete sentences?

Writing Icon and Editing Checklist

The writing icon and the Editing Checklist remind students to use correct grammar, spelling, punctuation, and capitalization in their writing. **The explanation of the writing icon also indicates to students that their writing will not be scored on their personal opinions.**

Writing Applications

Score Point 6

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays fully focused on the task of writing about a perfect day (i.e., tells a story about shopping at the mall and attending the Country Music Awards with Reba McEntire).
- is an in-depth narrative with many strong details (e.g., *First, I put on my shirt with Reba on it. Then I put on my shorts and tennis shoes; I opened the door [,] and I saw her red hair, her sparkling clothes [,] and then, her face*).
- follows a clear organizational pattern, beginning with the writer's description of receiving a letter from Reba McEntire (e.g., *There was a letter that said [,] "I'm coming to pick you up in a lemo [limo] today at 2:30". [2:30.]*), progressing through the details of shopping at the mall (e.g., *We both left with astonishing dresses! She had a red dress that was a beaty [beauty]. I got a beautiful purple lavender [purple-lavender] one with sparkles all over*), and ending with a description of going to the Grand Ole Opry for the awards ceremony. The writer also uses transitions, moving back and forth between the narrative and the dialogue exceptionally well.
- demonstrates control of a challenging vocabulary.
- is fluent and easy to read.
- contains a wide variety of sentence patterns, including complex sentences (e.g., *When we got there [,] everyone started to crowd around us*).
- displays a strong sense of audience by employing a clear, enthusiastic voice, elements of suspense, and appropriate dialogue (e.g., *We heard the nomanies, [nominees.] they [They] were Shania Twain, Dolly Parton, Gretchen Willson [Wilson] and Reba McEntire! There was a drum roll [drumroll]*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It consistently demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on pages 22 and 23) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- includes no errors in beginning capitalization, except in the case of the run-on sentence cited below, but includes two errors in the capitalization of proper nouns (e.g., *Female artist of the year* [Female Artist of the Year]).
- uses correct ending punctuation, except in the case of the run-on sentence cited below.
- has correct subject and verb agreement.
- contains a few grade-level spelling errors (e.g., *beaty* [beauty], *alot* [a lot], *annonce* [announce]). However, at least one of these (e.g., *beaty* [beauty]) appears to be an error of the first-draft variety.*
- has one run-on sentence (e.g., *We heard the nomanies* [nominees.] *they* [They] *were Shania Twain, Dolly Parton, Gretchen Willson* [Wilson] *and Reba McEntire*) and no sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

NOTE: In holistic scoring, the reader gives the paper the score that best describes the **overall** performance. Because length and complexity of essays vary, the number of errors within a given score point may vary. We do not want to penalize the student who writes longer essays. For this reason, a Score Point 4 paper may have errors; however, the overall performance demonstrates a **very good** command of English skills.

Story

Title: A Perfect Day With Reba McEntire

At about 2:00 I went to get the mail. There was a letter that said "I'm coming to pick you up in a lemo today at 2:30". Sincerely, Reba McEntire! I ran inside and got ready. I could hardly believe what I just read! First, I put on my shirt with Reba on it. Then I put on my shorts and tennis shoes. All of a sudden, right on the dot Reba McEntire's lemo pulled up to my house! I couldn't believe it! I didn't know what to say or think! I opened the door and I saw her red hair, her sparkling clothes and then, her face. She said "Hello, You must be L." I said "Yes." Reba said "Well, do you want to go to the mall"? "We have to us something to wear to the Country Music Awards tonight!" I was amazed! I've never been to anything like that before! I said to her. We got to the mall in the lemozine. When we got there everyone started to crowd around us. Reba said, "OKAY, OKAY there is nothing to see here." We both left with astonishing dresses! She had a red dress that was a beauty. I got a beautiful purple lavender one with sparkles all over! "I cant wait to go to the CMA's tonight." I said. "Me neither." said Reba. Well it was 6:00. We were at the Grand Old Opry. Backstage I saw Dolly Parton, Tim McGraw and Shania Twain! I still couldn't believe my eyes. "Whoa alot of time passed." I said. "Wait." said Reba. They're about to annonce Female artist of the year!" We heard the nomanies, they were Shania Twain, Dolly Parton, Gretchen Willson and Reba McEntire! There was a

drum roll, Then Vince Gill said "REBA MCENTIRE! She jumped for
joy! After that she brought me home and I went to sleep and had
good dreams.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays focused on the task (i.e., tells a story about winning a trip to Hawaii).
- provides some in-depth information. Unlike a Score Point 6 paper, however, this paper is less developed, and the details are less vivid.
- is organized according to a clear sequence of events, beginning with a description of receiving the letter (e.g., *As I opened the mailbox [,] I saw a huge white evelope [envelope] with my name on it*), progressing to details about a plane ride to Hawaii and a limousine ride on the islands (e.g., *Before I knew it [,] I was on a plane to Hawii [Hawaii]. All by myself; As I got out of the airport [,] I saw a lemozine [limousine] waiting just for me; I glaned [glanced] out the window and saw coccanut [coconut] trees and the ocean and all kinds of different tropical things*), and ending with a description of arriving at a hotel.
- exhibits a more than adequate command of language (e.g., *I unpacked all my stuff for a [the] week and jumped to my bed and slowly drifted off to sleep*).
- flows naturally and is easy to read.
- contains varied sentence patterns, including complex sentences (e.g., *When I stepped into [in] the door [,] the phone rang*).
- employs an enthusiastic voice (e.g., *I ansered [answered], "Hello", ["Hello."] "You just won a free trip to Hawian Paridise [Hawaiian Paradise]," the man yelled. I hung up and yelled myself*).

NOTE: A Score Point 5 paper may have many of the same characteristics as a Score Point 6 paper. The difference between a Score Point 6 paper and a Score Point 5 paper is often the degree of in-depth development and the use of supporting details.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentence cited below, and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has no errors in subject and verb agreement.
- has a number of grade-level spelling errors (e.g., *evelope [envelope], quikley [quickly], ansered [answered], speacker [speaker], glaned [glanced], coccanut [coconut], surtinly [certainly]*).
- contains one run-on sentence (e.g., *When I stepped into [in] the door [,] the phone rang [,] I ansered [answered], "Hello", ["Hello."] "You just won a free trip to Hawian Paridise [Hawaiian Paradise]," the man yelled*) and has one sentence fragment (e.g., *All by myself*), which may be included for stylistic purposes.

Story

Title: My Perfect Day

One morning I went out to get the mail. As I opened the mailbox I saw a huge white envelope with my name on it. I quickly opened it up and the letter said, "It's your perfect day. I ran back to the house. When I stepped into the door the phone rang I answered, "Hello", "You just won a free trip to Hawaiian Paradise," the man yelled. I hung up and yelled myself. Before I knew it I was on a plane to Hawaii. All by myself. I slept most of the way until they yelled on the loud speaker "We are now landing." I was up and ready. As I got out of the airport I saw a limousine waiting just for me. I hopped in. It was huge. There was a tv, a phone a window at the top, where I could stick my head out. I glanced out the window and saw coconut trees and the ocean and all kinds of different tropical things. They let me out by the ocean. Then I was greeted by a small black lab puppy. The lady that owned it said that I could most certainly have it. I was so amazed that, that lady let me have it. It was the most relaxing and fun place I'd ever been. Later I went and got packed into my hotel. It was the nicest looking hotel I'd ever been in. I unpacked all my stuff for a week and jumped to my bed and slowly drifted off to sleep. I need a good night's rest for the next day. "Maybe they'll send me to meet the President of the United States. And they did.

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells a story about a perfect day with family and friends).
- offers some vivid details (e.g., *After that we picked up my friends and, [delete comma] went to Greatimes [Great Times]! I won five blow up [blow-up] aliens! Next my mom and dad said, "Movie time!"*), but the writer moves so quickly from event to event that little development is possible.
- follows a clear narrative sequence, beginning with the writer's description of breakfast (e.g., *I woke up, and went down [,] down to the kitchen and saw bacon, sausage, and pancakes*), progressing quickly through the details about games, a movie, and water activities, and ending with a description of plans for a sleepover (e.g., *My mom said, "Your friends can spend the night if they want to."*).
- exhibits an adequate command of vocabulary.
- is easy to read, though it contains few long or complex sentences.
- conveys enthusiasm and a sense of audience by including numerous exclamation points (e.g., *I went first on the water tube [,] and it was a blast! I didn't have to hold on! I was standing the whole time!*).

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the development of ideas and content. A Score Point 4 paper frequently has a list-like quality and does not have the clear organization of the Score Point 6 and Score Point 5 papers.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no beginning capitalization errors, except in the case of the run-on sentence cited below, and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- includes no errors in subject and verb agreement.
- has several grade-level spelling errors (e.g., *intell* [until], *suprised* [surprised], *doind* [doing], *spent* [spend]). However, some of these appear to be first-draft errors.
- contains one run-on sentence (e.g., *They all could spent [spend] the night, [,] wow tonight [Wow! Tonight] is going to be a blast*) but no sentence fragments.

Story

Title: The Best Day

I woke up, and went down down to the kitchen and saw bacon,
sausage, and pancakes! I ate intell I got so full! After that
we picked up my friends and, went to Greatimes! I won five
blow up aliens! Next my mom and dad said, "Movie time!" I
was suprised they were doind so much for me! We watched
"Blade II" and it was so awesome! After that we were going
water tubing! I went first on the water tube and it was a
blast! I didn't have to hold on! I was standing the whole time!
R., J., Mom and, Dad went the very last. When my friends
went they fell off! My mom said, "Your friends can spend the
night if they want to." They all could spent the night, wow
tonight is going to be a blast!

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- stays minimally focused on the task (i.e., tells a story about going fishing with an uncle but does not convey what makes the day perfect).
- provides relevant information about the fishing experience (e.g., *I go fishing for hours and hours. In [hours and hours in] a big lake with lot [a lot] of fish. And I get a hole buch [whole bunch] of fish*). However, the writer does not develop any one piece of information.
- is arranged in a logical sequence but requires the reader to fill in gaps.
- uses ordinary, predictable vocabulary.
- is readable, though it is characterized by repetitive sentence patterns.
- has little sense of audience.

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while the Score Point 3 paper shows little or no development.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and two errors in the capitalization of proper nouns (e.g., *unkle L.* [Uncle L.], *my Grandpa* [my grandpa]).
- has no errors in ending punctuation.
- contains one error in subject and verb agreement (e.g., *And my Grandpa cook the them* [And my grandpa cooks them]).
- includes a number of grade-level spelling errors (e.g., *unkle* [Uncle], *sum* [some], *breatfast* [breakfast], *lot* [a lot], *hole* [whole], *buch* [bunch], *boocher* [butcher]).
- has no run-on sentences and two sentence fragments (e.g., *In a big lake with lot [a lot] of fish; And go to unkle [Uncle] L.'s house and my unkle [Uncle] L. and I boocher [butcher] the fish*).

Story

Title: Summer Fishing

I go to my unckle L.'s house. I have sum breatfast. I go

fishing for hours and hours. In a big lake with lot of fish.

And I get a hole buch of fish. And go to unckle L.'s house

and my unckle L. and I boocher the fish. And my Grandpa

cook the them. And we eat it for dinner.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- maintains an adequate focus on the task (i.e., tells about receiving a letter and winning a million dollars).
- includes only brief, unfinished ideas.
- shows evidence of a logical order but falls into a list-like pattern and ends abruptly (e.g., *We went to florida* [Florida] *and went to sea world* [Sea World]. *Then we came home and bought a new house with a huge swimming* [swimming] *pool. The End*).
- demonstrates little attention to word choice.
- is readable, though it contains no complex sentences.
- displays little sense of audience.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing development and sentence construction skills limits the student's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentence cited below, but has several errors in the capitalization of proper nouns (e.g., *My Mom* [My mom], *florida* [Florida], *sea world* [Sea World]).
- has no errors in ending punctuation, except in the case of the run-on sentence cited below.
- has no errors in subject and verb agreement.
- has two grade-level spelling errors (e.g., *mall* [mail], *swiming* [swimming]).
- has one run-on sentence (e.g., *My Mom* [mom] *and I went to get the mall,* [mail.] *there* [There] *was a letter* [.] *it* [It] *said we won a million dollars*) but no sentence fragments.

NOTE: In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication.

Story

Title: My Perfect day

My Mom and I went to get the mall, there was a letter it
said we won a million dollars. We went to florida and went to
sea world. Then we came home and bought a new house with
a huge swiming pool. The End

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- exhibits little focus on the task (i.e., provides a single sentence about things the writer likes to do but does not tell a story about a perfect day).
- offers ideas that are unclear or unfinished.
- has no discernible order.
- contains a very limited, simple vocabulary (e.g., *I like PLAyIG tv GaMS* [I like playing T.V. games.]).
- is difficult to read since the sentence construction is mostly incorrect.
- displays no sense of audience.

NOTE: Score Point 1 is the lowest score point. It is important to note that even at this level the student conveys some meaning. Problems with sentence formation and development of ideas may seriously compromise meaning.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except those associated with the run-on sentence, and two errors in the capitalization of proper nouns (e.g., *MY MoM* [my mom], *MY DaD* [my dad]).
- lacks ending punctuation.
- has no discernible errors in subject and verb agreement.
- includes numerous grade-level spelling errors (e.g., *PLAyIG* [playing], *GaMS* [games], *sumtims* [sometimes], *GOWG* [going], *haws* [house]) in proportion to its overall length.
- is composed of a single run-on sentence.

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Story

Title: _____

I like PLAyIG tv GaMS MYC MY crek ths rau MY

MoM AND MY DaD I Like sumtims GOWG iN the

haws AND I Like GOWG Otuv taNu AND I Met

NW Fas

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as grammar, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 3 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

Directions

For Test 4, you will read an article and a story. You will answer questions about what you have read. Then you will do some writing.

First, you will read the article. Do you like ice cream cones? "Ice Cream Cone" is an article that tells about ice cream cones.

Now read "Ice Cream Cone." Then answer Numbers 1 through 6. You may look back at the article as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads "Ice Cream Cone" and "The Fox and the Stork." A copy of these passages accompanies the student's responses to the applied skills section.

Test 4—Question 1 READING: Comprehension

- 1** This article is MOSTLY about
- ☐ where to buy ice cream cones
 - ☐ why people like ice cream cones
 - ☒ how ice cream cones were invented
 - ☐ who makes the best ice cream cones

Test 4—Question 2 READING: Comprehension

- 2** Why did Ernest Hamwi roll his waffle into a cone shape?
- ☐ to make his waffles look more interesting
 - ☐ because he ran out of paper ice cream cones
 - ☐ because he thought his waffles were too thin
 - ☒ to hold the ice cream after the dishes were gone

Test 4—Question 3
READING: Comprehension

3 Why did the ice cream sell so well at the World's Fair?

Give ONE sentence from the article to support your answer.

Exemplars:

Why

- because it was hot
- because it was something new/different
- other relevant text-based response

Example as support

- "Summer in St. Louis is h-o-t."
- "Hamwi quickly rolled one of his waffles into a cone shape and topped it with a scoop of the neighbor's ice cream."/"The treat was an instant hit."
- other relevant text-based example

NOTE: Example does not have to be a complete sentence.

Rubric:

- 2 points** version of one exemplar for "Why" and corresponding example
- 1 point** version of one exemplar for "Why" only
- 0 points** other

SCORE POINT 2

3 Why did the ice cream sell so well at the World's Fair?

It was really hot outside.

Give ONE sentence from the article to support your answer.

Summer in St. Louis is h-o-t.

**Test 4—Question 3
Score Point 2**

The first part of the response is a version of the first exemplar for "Why." The second part of the response is a version of the first exemplar for "Example." The total response receives full credit for a Score Point 2.

SCORE POINT 1

3 Why did the ice cream sell so well at the World's Fair?

Because It was so H-O-T.

Give ONE sentence from the article to support your answer.

"Cornucopia" became what we know today as the ice cream cone.

**Test 4—Question 3
Score Point 1**

The first part of the response is a version of the first exemplar for "Why." The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 3
Score Point 0

The first and second parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

3 Why did the ice cream sell so well at the World's Fair?

He ran out of dishes

Give ONE sentence from the article to support your answer.

The chinse made iced desserts

NOTE: The responses to Numbers 3, 6, 10, 13, and 14 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 4
READING: Comprehension

- 4** In which of these paragraphs from the article does the author talk about different people having the same idea?
- ☐ Paragraph 1
 - ☐ Paragraph 2
 - ☐ Paragraph 3
 - ☒ Paragraph 6

Test 4—Question 5
READING: Literary Response and Analysis

- 5** Read this sentence from the article.
- Great minds think alike!**
- What does the author MOST LIKELY mean by this?
- ☐ Everybody thinks the same way.
 - ☐ You have to be great to have great thoughts.
 - ☒ Different people can have the same great idea.
 - ☐ It is best to think like other people.

Test 4—Question 6
READING: Comprehension

- 6** Complete the boxes with ONE way Ernest Hamwi and Italo Marchiony were alike and ONE way they were different.

How Hamwi and Marchiony were ALIKE	How Hamwi and Marchiony were DIFFERENT

Exemplars:

ALIKE

- Both came up with the idea for the ice cream cone.
- Both were clever.
- other relevant text-based response

DIFFERENT

- Hamwi came up with his invention on the spot; Marchiony already had his.
- Hamwi was in St. Louis; Marchiony was in New York City.
- Hamwi sold waffles; Marchiony sold lemon ice.
- Marchiony had a patent; Hamwi did not.
- other relevant text-based response

Rubric:

- 2 points** versions of two exemplars, one for ALIKE and one for DIFFERENT
- 1 point** version of one exemplar for ALIKE OR one exemplar for DIFFERENT
- 0 points** other

SCORE POINT 2

- 6** Complete the boxes with ONE way Ernest Hamwi and Italo Marchiony were alike and ONE way they were different.

How Hamwi and Marchiony were ALIKE	How Hamwi and Marchiony were DIFFERENT
They both made cones.	Marchiony put lemon ice in the cones, Hamwi put icecream in the cones

**Test 4—Question 6
Score Point 2**

The response provided in the left box is a version of the first “ALIKE” exemplar. The response provided in the right box is a version of the fifth “DIFFERENT” exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 6** Complete the boxes with ONE way Ernest Hamwi and Italo Marchiony were alike and ONE way they were different.

How Hamwi and Marchiony were ALIKE	How Hamwi and Marchiony were DIFFERENT
They both had the same idea.	Hamwi made the ice cream. Marchiony made the waffle.

**Test 4—Question 6
Score Point 1**

The response provided in the left box is a version of the first “ALIKE” exemplar. The response provided in the right box is incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 6
Score Point 0

The responses provided in both boxes are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
6 Complete the boxes with ONE way Ernest Hamwi and Italo Marchiony were alike and ONE way they were different.	
How Hamwi and Marchiony were ALIKE	How Hamwi and Marchiony were DIFFERENT
They both worked together to make the ice cream cone.	Marchiony made the cone and Hamwi made the icecream.

Test 4—Question 7
READING: Literary Response and Analysis

- 7** What is the MAIN reason Fox wants to invite someone to dinner?
- ☐ He likes to spend time with friends.
 - ☐ He likes to have dinner parties at his house.
 - ☒ He wants someone to tell him that his cooking is good.
 - ☐ He wants someone to return his dinner invitation.

Test 4—Question 8
READING: Literary Response and Analysis

- 8** How does Fox hide his true thoughts in the story?
- ☐ by telling jokes
 - ☐ by asking questions
 - ☒ by acting kinder than he is
 - ☐ by being quieter than he should

Test 4—Question 9
READING: Literary Response and Analysis

- 9** Which words from the story give Fox a hint that Stork has a plan of her own?
- ☐ “Aren’t you hungry? Dear me, dear me.”
 - ☐ “Mrs. Stork bowed once more in the doorway.”
 - ☐ “I am most honored to be asked to share your soup!”
 - ☒ “Was Mrs. Stork staring a little coldly with her bright shining eyes?”

Test 4—Question 10
READING: Literary Response and Analysis

10 What are TWO different ways Fox and Stork act that show they are ALIKE?

1) _____

2) _____

Exemplars:

- They both play tricks on each other/ are sneaky/clever.
- They both behave politely.
- They both invite each other to dinner.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 10
Score Point 2

The first part of the response is a version of the third exemplar. The second part of the response is a version of the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

10 What are TWO different ways Fox and Stork act that show they are ALIKE?

- 1) They are alike one way because fox and stork
invited each other to dinner.
- 2) Another way is that they both ate each other's
meal.

Test 4—Question 10
Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the third exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

10 What are TWO different ways Fox and Stork act that show they are ALIKE?

- 1) They both said, "dear me dear me."

- 2) They both invited each other to their house.

SCORE POINT 0

10 What are TWO different ways Fox and Stork act that show they are ALIKE?

1) Stork was pleased to come.

2) Fox was makeing asoup.

**Test 4—Question 10
Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 11
READING: Literary Response and Analysis

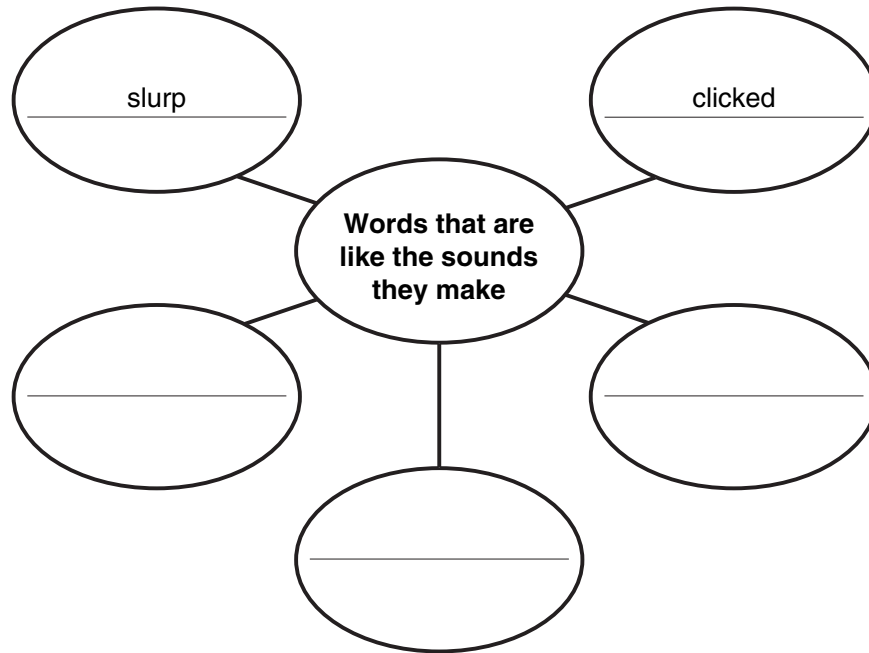
- 11** What is the theme of the story?
- ☐ Practice makes perfect.
 - ☐ Always return a kindness.
 - ☐ Speak when you are spoken to.
 - ☒ Treat others as you want to be treated.

Test 4—Question 12
READING: Word Recognition, Fluency, and Vocabulary Development

- 12** In the story, Fox and Stork bow when they greet each other. What is the meaning of the word *bow* as it is used in the story?
- ☒ to bend politely
 - ☐ a type of ribbon
 - ☐ a section of a boat
 - ☐ to give up

Test 4—Question 13
READING: Literary Response and Analysis

- 13** Complete the web below with words from the story that are like the sounds they make.



Exemplars:

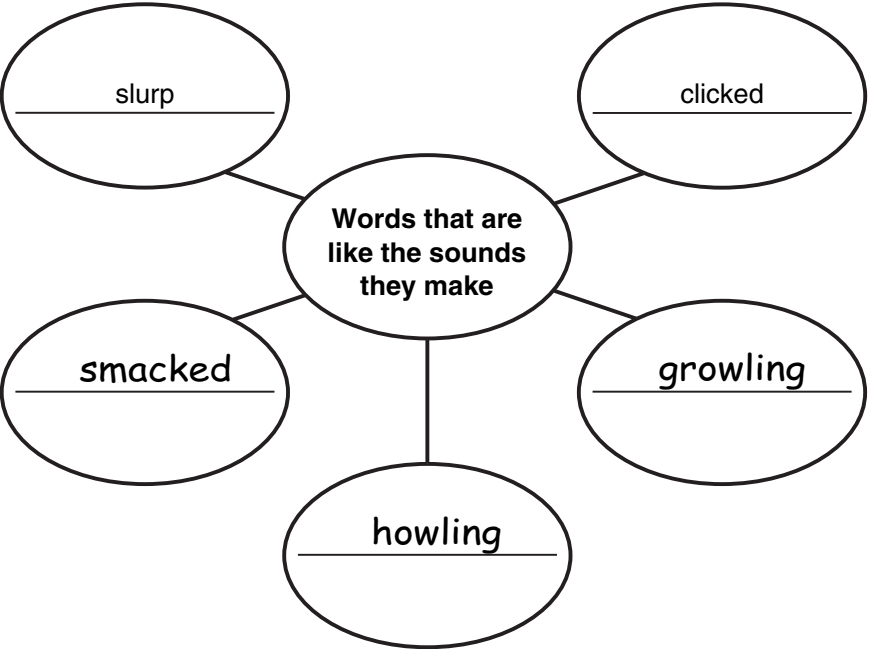
- smack [smacked]
- gobble
- gulp
- buzz
- lapped
- clacked
- howling
- growling
- sniffed
- knocked
- other relevant text-based example

Rubric:

- | | |
|-----------------|--------------------------------------|
| 2 points | three ovals correctly completed |
| 1 point | one or two ovals correctly completed |
| 0 points | other |

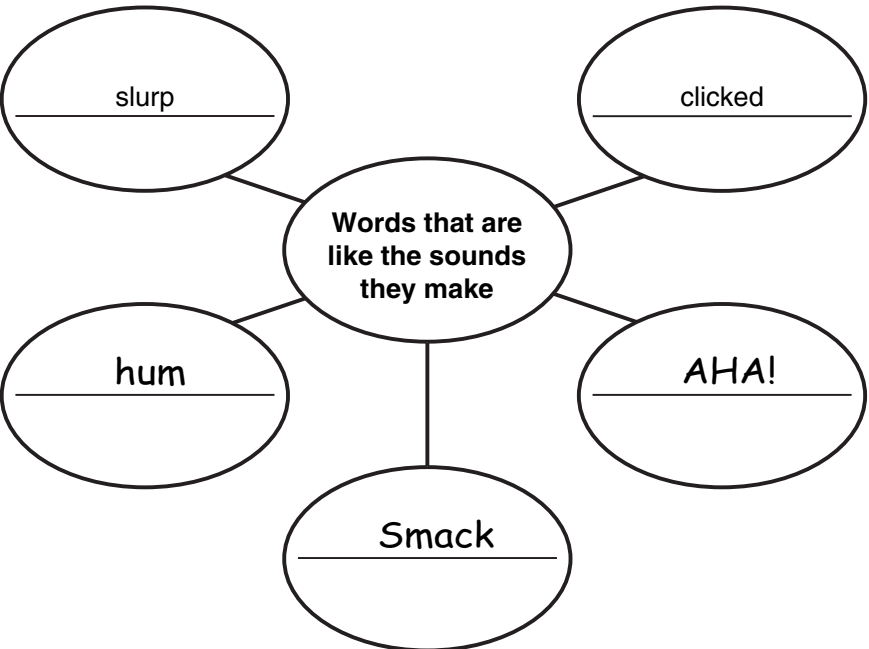
Test 4—Question 13
Score Point 2

The response in the lower-left oval is a version of the first exemplar. The response in the bottom oval is a version of the seventh exemplar. The response in the lower-right oval is a version of the eighth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2	
<p>13 Complete the web below with words from the story that are like the sounds they make.</p> 	

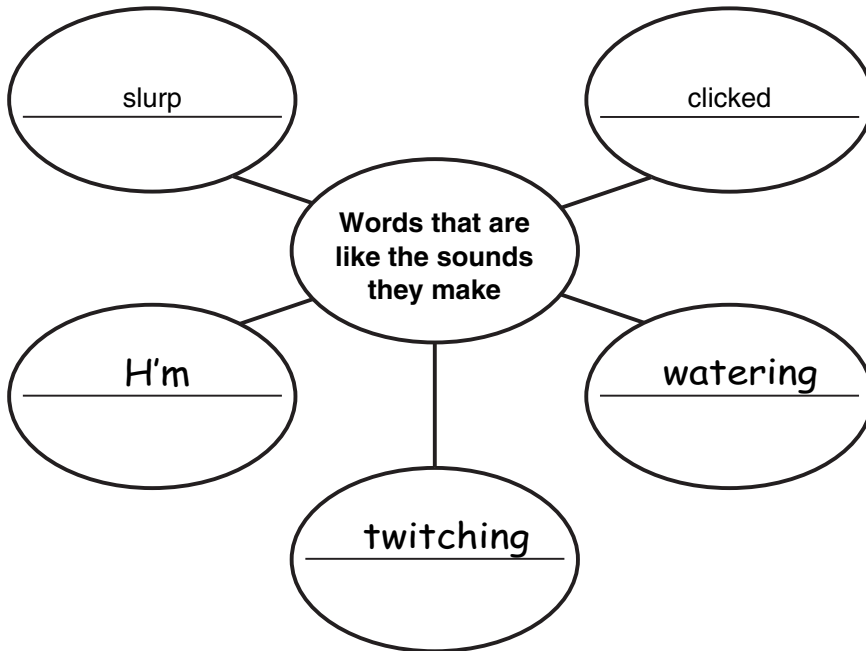
Test 4—Question 13
Score Point 1

The response in the lower-left oval is incorrect. The response in the bottom oval is a version of the first exemplar. The response in the lower-right oval is incorrect. Therefore, the total response receives a Score Point 1.

SCORE POINT 1	
<p>13 Complete the web below with words from the story that are like the sounds they make.</p> 	

SCORE POINT 0

- 13** Complete the web below with words from the story that are like the sounds they make.



Test 4—Question 13
Score Point 0

The responses in all three ovals are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 14
READING: Literary Response and Analysis

- 14** In the story, “The Fox and the Stork,” both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
“a wide flat dish”	
“a tall and narrow dish”	

Exemplars:

Dish description	Reason for using dish
“a wide flat dish”	<ul style="list-style-type: none"> • Stork might eat too long and too well. • Stork could eat nothing. • Fox could eat (finish) all of Stork’s soup. • Fox is greedy. • Fox is trying to trick Stork. • Stork has a long, thin beak. • other relevant text-based response
“a tall and narrow dish”	<ul style="list-style-type: none"> • Fox would not be able to eat. • Stork could finish Fox’s meal. • Stork wanted to get Fox back. • other relevant text-based response

Rubric:

- 2 points** versions of two exemplars, one for each box
1 point version of one exemplar in either box
0 points other

SCORE POINT 2

- 14** In the story, “The Fox and the Stork,” both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
“a wide flat dish”	so stork would not be able to eat
“a tall and narrow dish”	so fox would not be able to reach the food

**Test 4—Question 14
Score Point 2**

The response in the top box is a version of the second exemplar for “a wide flat dish.” The response in the bottom box is a version of the first exemplar for “a tall and narrow dish.” The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 14** In the story, “The Fox and the Stork,” both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
“a wide flat dish”	so that he could get a free meal
“a tall and narrow dish”	to get back at the other on

**Test 4—Question 14
Score Point 1**

The response in the top box is incorrect. The response in the bottom box is a version of the third exemplar for “a tall and narrow dish.” Therefore, the total response receives a Score Point 1.

Test 4—Question 14
Score Point 0

The responses in both boxes are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0

- 14** In the story, “The Fox and the Stork,” both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
“a wide flat dish”	so fox can eat
“a tall and narrow dish”	so stork can eat

Test 4—Question 15

WRITING: Applications/English Language Conventions

15



Suppose you invite a friend to dinner and really want your friend to enjoy the meal. Which friend would you invite? What kind of dishes would you use? What type of meal would you serve?

Use the chart below to help plan your writing. Then do your writing on the next two lined pages. Using the Editing Checklist on page 59, check your writing for correct grammar, spelling, punctuation, and capitalization. **Remember, your writing should be well organized and have a beginning, a middle, and an end.**

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

Description	Reason
Dish:	
Meal:	

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 3–5

Score	Does the writing sample
4	<ul style="list-style-type: none"> • stay fully focused? • include many relevant ideas? • have clear order? • exhibit more than adequate word usage? • exhibit writing that is fluent and easily readable? • display a sense of audience?
3	<ul style="list-style-type: none"> • stay mostly focused? • include relevant ideas? • have order? • exhibit adequate word usage? • exhibit writing that is readable? • display some sense of audience?
2	<ul style="list-style-type: none"> • stay somewhat focused? • include some relevant ideas? • have some order? • exhibit minimal word usage? • exhibit writing that is mostly readable? • display little sense of audience?
1	<ul style="list-style-type: none"> • have little or no focus? • include few or no relevant ideas? • have little or no order? • exhibit less than minimal word usage? • exhibit writing that is hard to read? • display little or no sense of audience?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p>Does the writing stay fully focused? Does it</p> <ul style="list-style-type: none"> • stay on the topic? • avoid rambling or repeating information? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information? • provide many supporting details? • explore many facets of the topic? 	
Organization	
<p>Does the writing have clear order? Does it</p> <ul style="list-style-type: none"> • follow a clear sequence with a beginning, a middle, and an end? • have a logical progression of main ideas and support? 	
Style	
<p>Does the writing sample exhibit more than adequate word usage? Does it</p> <ul style="list-style-type: none"> • include dynamic words and use vivid or challenging words? <p>Is the writing fluent and easy to read? Does it</p> <ul style="list-style-type: none"> • sound natural? • include varied sentence patterns? (Writing may include complex sentences.) <p>Does the writing sample display a sense of audience?</p> <ul style="list-style-type: none"> • Writing may have a unique perspective. It may be original, lively, authoritative, and/or interesting (i.e., have voice). 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 3
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<p>Ideas and Content</p> <p>Does the writing stay mostly focused? Does it</p> <ul style="list-style-type: none"> • mostly stay on the topic? (Writing may include minor tangents.) • include some rambling and/or repetition? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • present related information? • provide some supporting details?
<p>Organization</p> <p>Does the writing have order? Does it</p> <ul style="list-style-type: none"> • follow a sequence, but possibly show a lapse (e.g., may start out with a clear beginning, but wander; may be missing a beginning, but have a conclusion)? • have a logical progression of main ideas and support? (Writing may have lapses.)
<p>Style</p> <p>Does the writing sample exhibit adequate word usage? Does it</p> <ul style="list-style-type: none"> • include mostly ordinary/common words (although some vivid or challenging words may be used)? <p>Is the writing readable? Does it</p> <ul style="list-style-type: none"> • flow naturally most of the time (although it may be choppy or repetitive or may have run-on sentences/fragments in spots)? • generally lack varied sentence patterns (although it may include some complex sentences)? <p>Does the writing display some sense of audience?</p> <ul style="list-style-type: none"> • Is there an attempt to develop a unique perspective—original, authoritative, and/or interesting (i.e., have some voice)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 2
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.
Ideas and Content
<p>Does the writing stay somewhat focused? Does it</p> <ul style="list-style-type: none"> • stay minimally focused on topic? (Writer may get distracted; may have a lapse in focus.) • ramble and/or repeat information? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide minimal information and not begin to exhaust the possibilities? • provide minimal details, but does not develop details?
Organization
<p>Does the writing have some order? Does it</p> <ul style="list-style-type: none"> • show minimal evidence of logical sequence (e.g., may be missing a beginning, a middle, or an end)? • require the reader to fill in gaps in the sequence?
Style
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain ordinary/common words? • exhibit minimal evidence of word choice? <p>Is the writing mostly readable?</p> <ul style="list-style-type: none"> • Writing may be difficult to follow in some sections. • Writing may be hard to understand; the connection of ideas and information may be unclear. • Does the writing lack sentence variety? <p>Does the writing display little sense of audience?</p> <ul style="list-style-type: none"> • Writing may be repetitive, predictable, and/or dull (i.e., have minimal voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications Rubric Grades 3–5

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
<p>Ideas and Content</p> <p>Does the writing exhibit little or no focus?</p> <ul style="list-style-type: none"> • Writer may get distracted, may drift away from topic, or may convey little meaning. • Topic may not be developed. <p>Does the writing sample include few or no relevant ideas?</p> <ul style="list-style-type: none"> • Writing may include unfinished/fragmented ideas. • Writing may include only one or two bits of information.
<p>Organization</p> <p>Does writing have little or no order? Does it</p> <ul style="list-style-type: none"> • show little evidence of logical sequence (e.g., have no clear beginning, middle, or end)? • have some ideas that may not be related to each other?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain a limited or simple vocabulary? • show no evidence of attention to word choice? <p>Is the writing hard to read?</p> <ul style="list-style-type: none"> • Reader may have to fill in gaps or guess what the writer was trying to say. • Is sentence construction frequently incorrect? <p>Does the writing sample display little or no sense of audience?</p> <ul style="list-style-type: none"> • Text may be flat, lifeless (i.e., have no voice).

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Language Conventions Rubric Grades 3–5

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does writing exhibit a very good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Are there few or no errors in beginning capitalization? • Are there few or no errors in capitalization of proper nouns? • Are there few or no errors in ending punctuation? • Are there few or no errors in subject and verb agreement? • Are there few or no errors in the spelling of grade-level-appropriate words? • Does writing have few or no run-on sentences or sentence fragments?
Score	Does writing exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.</p> <ul style="list-style-type: none"> • Is most beginning capitalization correct? • Are most proper nouns capitalized correctly? • Do most sentences end with correct punctuation? • Do most sentences have correct subject and verb agreement? • Are most grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Is some beginning capitalization correct? • Are some proper nouns capitalized correctly? • Do some sentences end with correct punctuation? • Do some sentences have correct subject and verb agreement? • Are some grade-level-appropriate words spelled correctly? • Writing may have run-on sentences or sentence fragments.
Score	Does writing exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Are there many errors in beginning capitalization? • Does writing have little or no evidence of capitalization of proper nouns? • Is end punctuation missing or incorrect? • Are there many errors in subject and verb agreement? • Are there many errors in the spelling of grade-level-appropriate words? • Are there run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 3–5.

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., tells about inviting a friend to eat a steak dinner).
- is well developed and provides ample details.
- has a clear order, beginning with a description of inviting a friend to a barbecue (e.g., *One night I invited my friend over for dinner. My dad was cooking steak on the grill*), progressing to a description of the dinner itself (e.g., *About five minutes later [,] my mom called us to come to dinner. So we set the table and started eating*), and ending with a description of the friend's departure (e.g., *About an hour later [,] his parents came to pick him up. "Thanks for the steaks [,]" he said [,] and then he left*).
- includes a more than adequate vocabulary.
- flows naturally and is easy to read. The writer uses a variety of sentence patterns, including complex sentences.
- has a good sense of audience, with a clear, engaging voice (e.g., *"Knock" "Knock". ["Knock, knock."]* *I answered the door [,] and he was here*).

NOTE: A Score Point 4 paper represents a solid performance that fully accomplishes the task.

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one beginning capitalization error (e.g., *mmmm [Mmmm,] these steaks are good". [good,"] said my brother*) and no errors in the capitalization of proper nouns.
- uses correct ending punctuation.
- uses correct subject and verb agreement.
- has one grade-level spelling error (e.g., *There [They're]*).
- has no run-on sentences and no sentence fragments.

NOTE: In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors that appear will generally be of the first-draft variety; they have a minor impact on the overall communication.

Story

One night I invited my friend over for dinner. My dad was cooking steak on the grill. "Knock" "Knock". I answered the door and he was here. I asked when the steaks would be ready. "There almost done". said my dad. About five minutes later my mom called us to come to dinner. So we set the table and started eating. "mmmm these steaks are good". said my brother. So when we were done me and my friend went to play. About an hour later his parents came to pick him up. "Thanks for the steaks" he said and then he left.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells about inviting a friend to eat a sandwich, then wanders off on a tangent about going to the friend's house to eat).
- provides some relevant ideas (e.g., *I made two chicken sandwich [sandwiches,] so I invited a freind [friend,] M.*), although the writer does not fully develop these ideas.
- has a logical order, with a brief, general beginning, a somewhat off-topic middle, and a very brief ending.
- uses ordinary vocabulary but includes an occasional vivid image (e.g., *We had steak, mashed potatoes, and ice cream for desert [dessert,] and after we got done [finished,] we went outside and played gameboy [Gameboy] and other stuff*).
- exhibits a few problems with sentence control, but otherwise flows naturally.
- has a basic sense of audience.

NOTE: A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization, except in the case of the run-on sentences cited below, and no errors in the capitalization of proper nouns.
- has no errors in ending punctuation, except in the case of the run-on sentences cited below.
- has no errors in subject and verb agreement.
- has a few grade-level spelling errors (e.g., *sandwitch [sandwiches], freind [friend], desert [dessert]*).
- has two run-on sentences (e.g., *I told him to come over [,] so he did [.] we [We] ate our sandwiches [sandwiches]; We had steak, mashed potatoes, and ice cream for desert [dessert,] and after we got done [,] we went outside and played gameboy [Gameboy] and other stuff [.] it [It] was a lot of fun*) but no sentence fragments.

NOTE: In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language errors.

Story

I made two chicken sandwich so I invited a freind M. I told him to come over so he did we ate our sandwiches. He asked me if I want to come over tomorrow and eat with him and I did. We had steak, mashed potatoes, and ice cream for desert and after we got done we went outside and played gameboy and other stuff it was a lot of fun.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- stays somewhat focused (i.e., tells about inviting a friend to eat a meal), though minimally accomplishes the task.
- contains a number of specific details, but these details seem only loosely connected.
- has no clear order. After a brief description of the meal (e.g., *We are haveing [having] green beans, corn on the cob, and pork choppes [chops]*), the writer begins to ramble.
- contains basic vocabulary.
- is choppy and difficult to follow.
- attempts to engage the audience by using dialogue (e.g., ["*I will be up. oh [Oh,] can we play ps2 after. [PS2 after?]*" Yes. ["Yes."]).

NOTE: A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *oh [Oh,] can we play ps2 after. [PS2 after?]*) that is not associated with the run-on sentence cited below but no errors in the capitalization of proper nouns.
- has two errors in ending punctuation (e.g., *D. werd [D., would] you like' [like] to come up for dinner. [?]; oh [Oh,] can we play ps2 after. [PS2 after?]*) that are not associated with the run-on sentence cited below.
- has no errors in subject and verb agreement.
- includes a number of grade-level spelling errors (e.g., *werd [would], haveing [having], choppes [chops], set [sit]*).
- contains one run-on sentence (e.g., *Then I go down to spend the night [.] we [We] got down there [.] we [We] played Mx vrs Atv unleashed [MX vs. ATV: Unleashed]*) but no sentence fragments.

NOTE: In a Score Point 2 paper, errors are generally frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

Story

I cooked a meal. D. werd you like' to come up for dinner. We
are haveing green beans, corn on the cob, and pork choppes.
I will be up. oh can we play ps2 ofter. Yes. We set down and
eat dinner. We play Mx vrs Atv unleashed. Then I go down
to spend the night we got down there we played Mx vrs Atv
unleashed. We go to sleep. We wake up and play outside for a
little bit.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- attempts some focus on the task (i.e., tells about inviting a friend to eat pizza).
- provides a few relevant pieces of information (e.g., *And then we would go swiming* [swimming], *And Play Playstaion* [play PlayStation], *And watch tv*, [and watch T.V.]), though the information is not developed.
- is too brief to establish more than a list-like order.
- includes a limited vocabulary.
- is readable, but contains simple, repetitive sentence patterns.
- demonstrates no sense of audience.

NOTE: A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organization or writing style.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no errors in beginning capitalization and one error in the capitalization of a proper noun (e.g., *my frind t.* [my friend T.]).
- contains one error in ending punctuation (e.g., *And watch tv*, [and watch T.V.]).
- has no errors in subject and verb agreement.
- includes a number of grade-level spelling errors (e.g., *weod* [would], *in vit* [invite], *frind* [friend], *swiming* [swimming]).
- includes no run-on sentences but has one sentence fragment (e.g., *And Play Playstaion* [play PlayStation], *And watch tv*, [and watch T.V.]).

NOTE: In a Score Point 1 paper, errors cause the reader to struggle to discern the writer's meaning.

Story

I weod in vit my frind t. And we would eect Pizza. And
then we would go swiming. And Play Playstaion, And
watch tv,

NOTES

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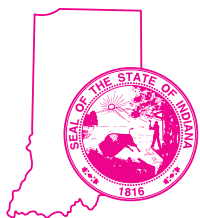
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Grade 4

English/Language Arts

Fall 2007

Teacher's Scoring Guide



Indiana Department of Education